



closing the  
**achievement**  
*gap*



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“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

Haim Ginott



Reading

## Closing the ^ Achievement Gap

- Closing the gap is essential
  - to student success
  - to district success
- Closing the gap requires prevention AND intervention



Reading  
First 

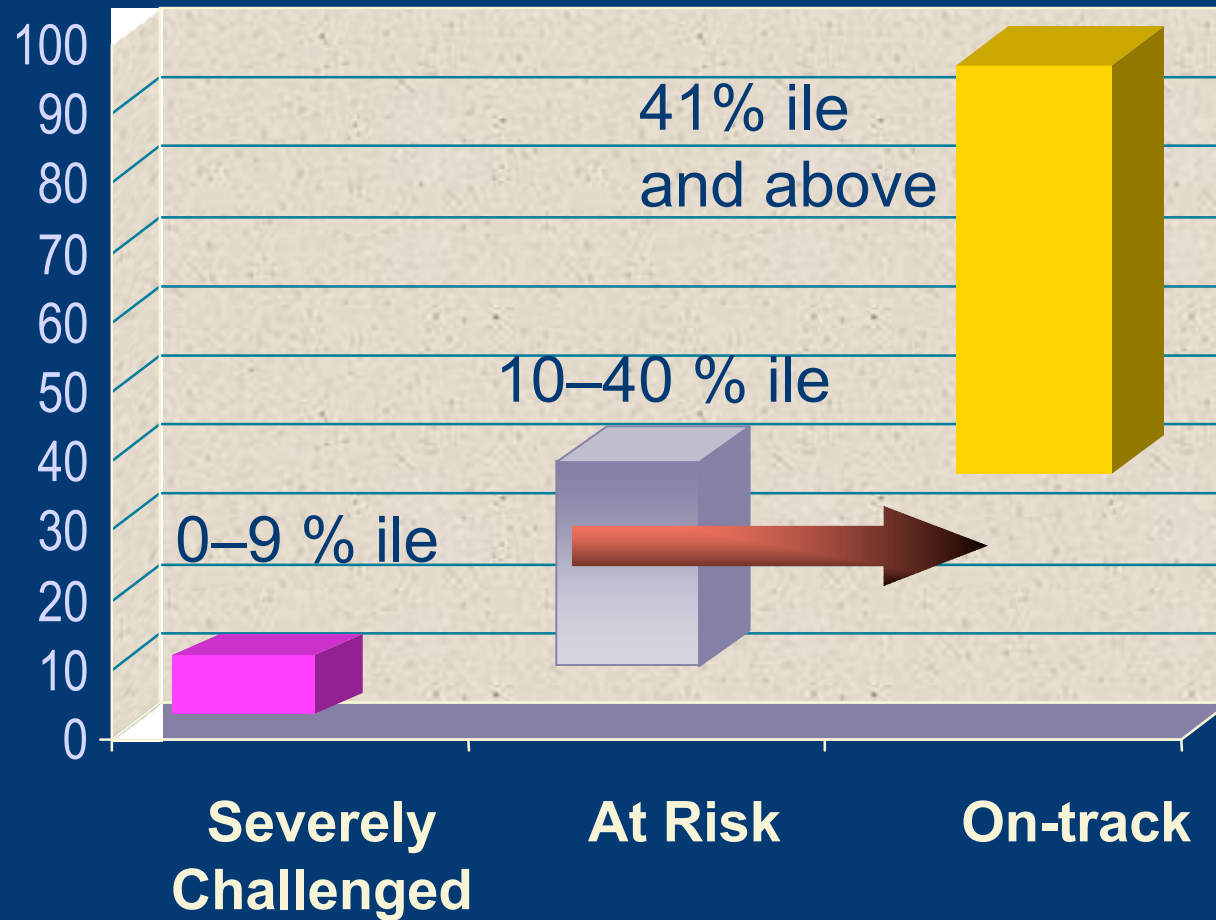
# Assessment

- Children at 41st percentile or above are likely to meet state reading standards

*Reading First Assessment, 2000*

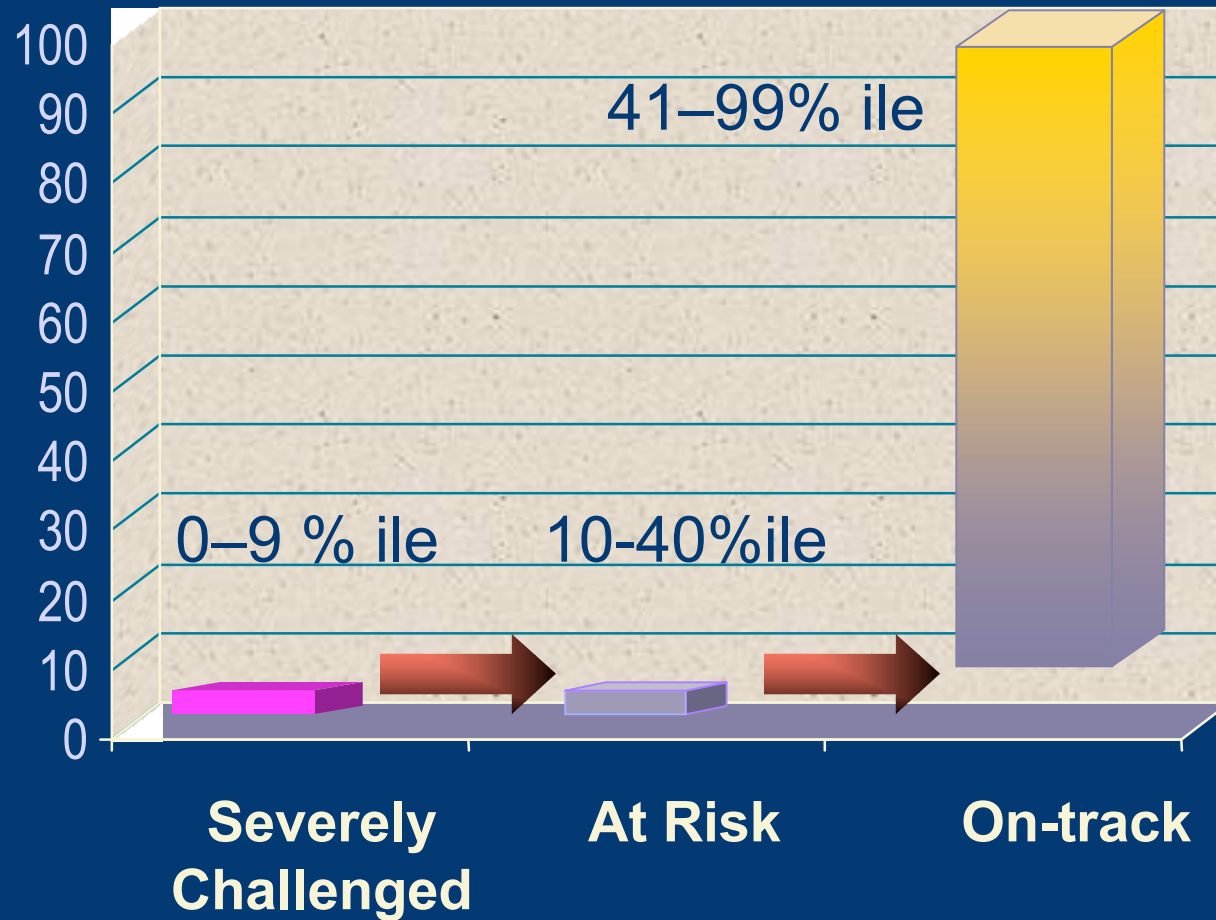


# Achievement by Percentile





# Achievement by Percentile



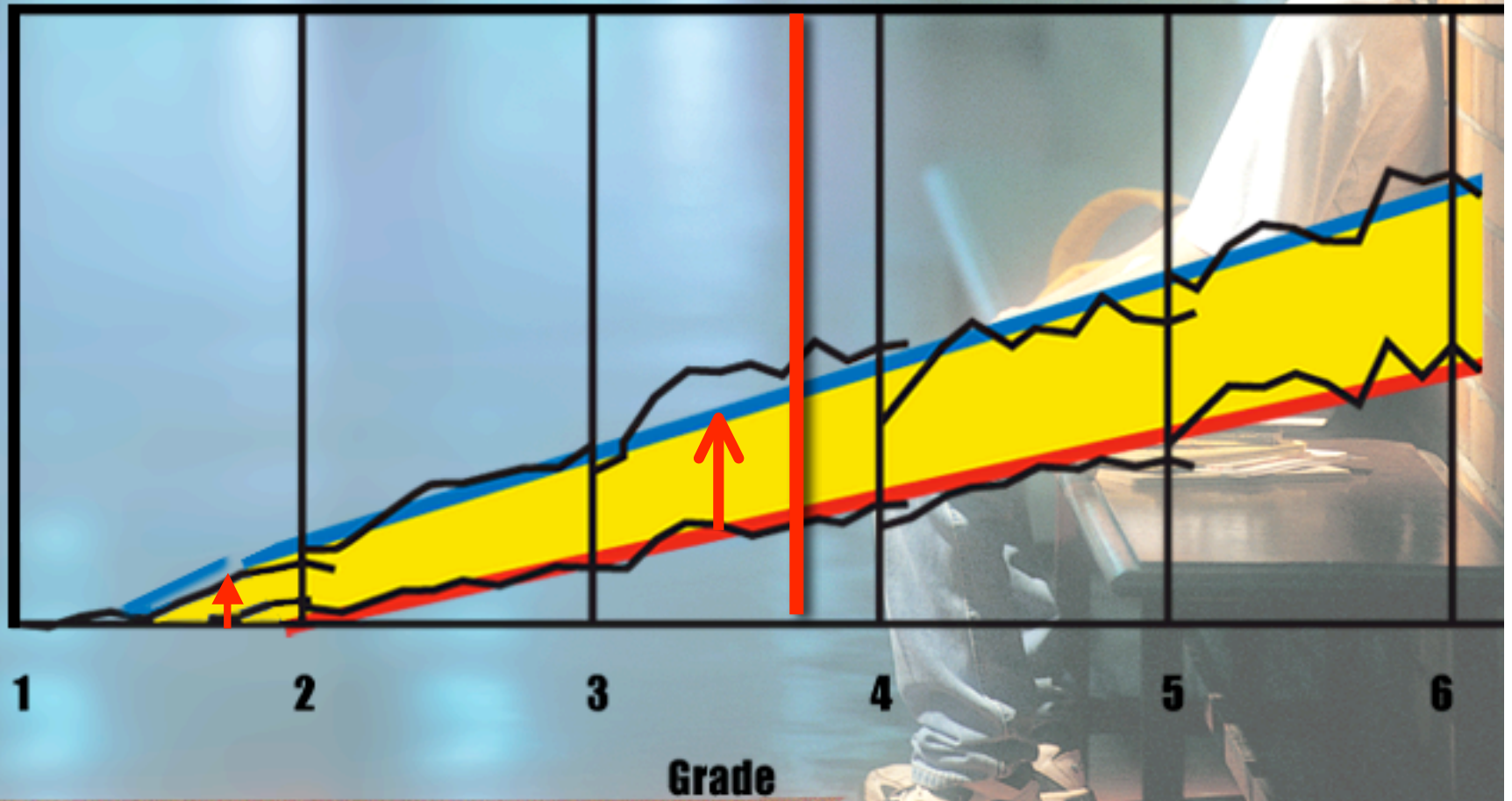
**Benchmark**



**At Risk**



**Achievement Gap**



Good, Simmons, and Smith, 1998





# 1<sup>st</sup> Grade Reading Success Essential

- Readers at-risk at the end of first grade are at-risk for long-term academic difficulty

*“The probability of remaining a poor reader at the end of 4<sup>th</sup> grade, given a child was a poor reader at the end of 1<sup>st</sup> grade, was .88...the probability of remaining an average reader in 4<sup>th</sup> grade, given an average reading ability in 1<sup>st</sup> grade, was .87.”*

(Juel, 1988)





# Implications

## Early Intervention

- Phonemic Awareness and Phonics
  - Hanson & Farrell Study (1995)
    - 3900 Kg Students
    - Followed them through HS
    - Looked at 3 criteria
      - SES
      - Amount of Reading
      - What kind of early reading instruction
    - 1500 had explicit phonics instruction
    - Outscored on all measures
      - Better Grades
      - Fewer Dropouts
      - Higher SATs
      - More Attended College

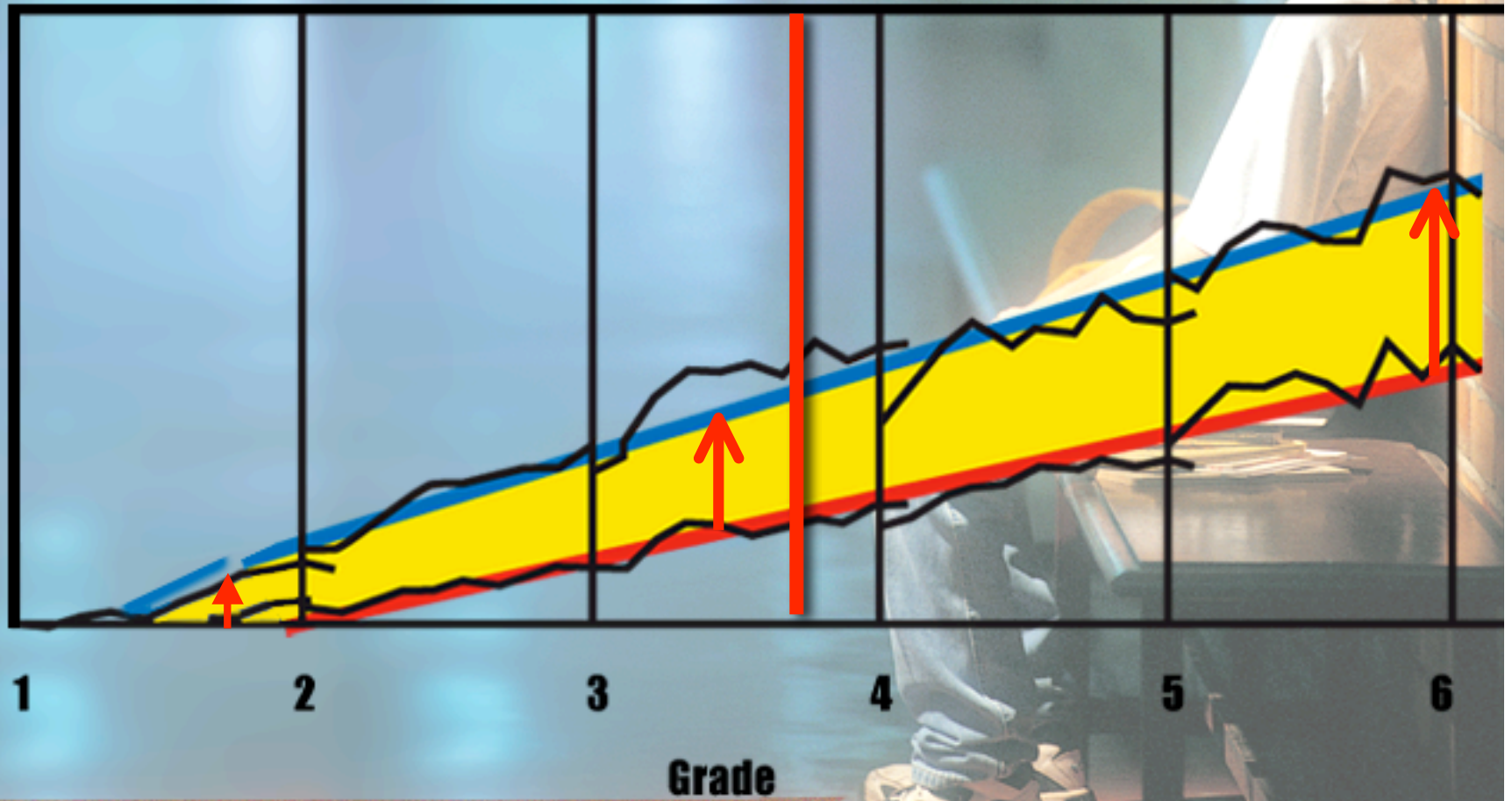
**Benchmark**



**At Risk**



**Achievement Gap**



Good, Simmons, and Smith, 1998



# Implications

## Intervention

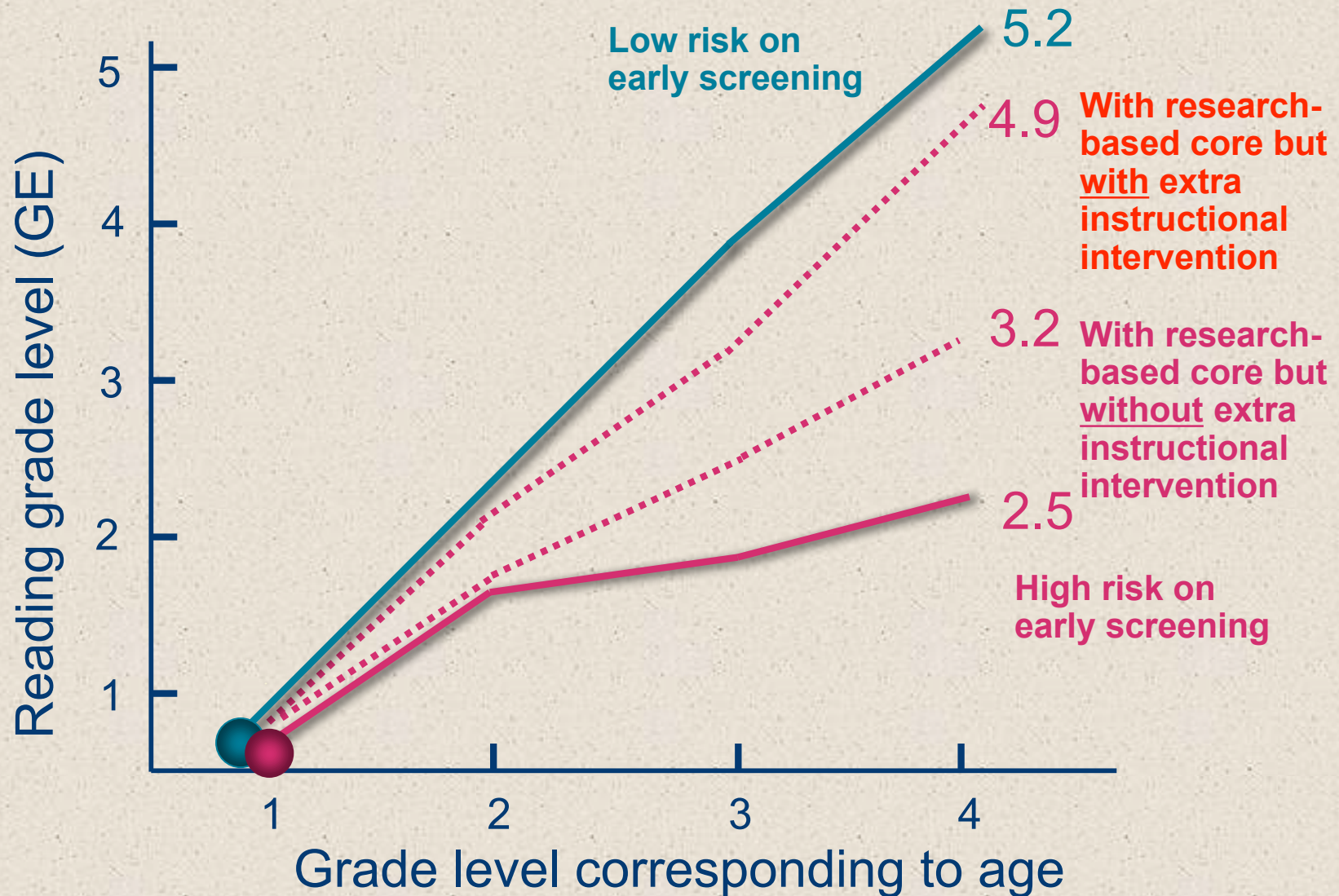
- Continued work in Phonics
- Rich work in vocabulary
  - Writing definitions doesn't do it
  - Beck's work on explicit instruction in vocabulary
    - Tier 1,2 and 3 word
      - Level 1 Labels
      - Level 2 High Likelihood of Future Use
      - Level 3 Content Specific, Limited Use



# Implications

- Need work on multi-syllabic words
- More work on vocabulary
- Work on comprehension
- We must intensify our efforts
  - 2 Periods of Reading
  - Explicit Instruction
  - Don't Forget the top kids

# Early Intervention Changes Reading Outcomes



Reading First Assessment Committee 2000, based on Torgesen data



# Reflection

Given this information, what might you think about continuing to do, what might you do more of, and what might you stop doing?



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**assessment**





# Assessment

- Assessment must be
  - Reliable
  - Valid
  - Efficient



# Assessment

- Screening for all children
  - to determine who is at risk
- Progress monitoring
  - to determine if instruction is effective for at risk student



# Using Assessment to Set and Accomplish Goals

WHY? What gets measured gets done!

- State your goals in terms of student achievement
- Make your goals achievable
  - “We will decrease the number of students below the 40<sup>th</sup> %ile by 15% by the end of the school year
  - John will be reading 120 correct words per minute in 6<sup>th</sup> grade material by June, 2004
- Use progress monitoring to “take the pulse” of student progress along the way
  - DIBELS progress monitoring
  - Curriculum Based Measurement fluency data



# Reflection

In the area of assessment, what are you doing that you should continue to do, what might you stop doing, and what do you need to do more of?



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**curriculum**



# Curriculum

- Includes a Comprehensive Research Based Reading program
  - Scientifically-based
    - Teachers' Guides and Text are assessed for decodability
  - Documented student outcomes
    - Empirical Evidence
- Provides intervention which complements the comprehensive program



# At Risk Students Need...

- Explicit and Systematic Curriculum
  - Correct level of difficulty
  - More practice on key skills
    - Low performing children need more practice
  - More time for instructional review
- Continued Instruction Over Time
  - Reading instruction must continue until students' reading level is commensurate with their grade level





# Intervention...

- Phonemic Awareness
- Decoding, including advanced decoding
- Fluency
  - Use of norms to determine appropriate fluency for age level
    - Hasbrouck & Tindell Fluency
- Vocabulary
- Comprehension



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**instruction**



# Instruction

- Classroom Organization
- Time on Task
- Student Engagement
- Alignment
- Instructional Groupings



# Instruction

- Classroom Organization
  - Routines are well established through direct instruction
    - Pencil sharpening
    - Supply distribution
    - Getting questions answered
    - What to do when work is completed
    - Transitioning to new subjects
    - Seatwork and center behavior
  - Administrative tasks are efficiently accomplished



# Instruction

- Time on Task
  - Transitions are Efficient
  - 5 minute transitions three times a day can mean 7 whole schooldays lost each year



# Instruction

- **Students with Significant Gaps Need More Teaching Time and Practice**
  - **90 minutes per day of reading instruction**
  - **Preteach/Reteach and Intervention Sessions in addition to 90 minutes**
  - **Two or more periods of reading instruction at Middle/High School Levels**
  - **Effective Research-Based Summer Schools**
  - **Before and After School Programs that intervene in identified areas of need**



# Reflection

Which of these practices does your school have in place and which might you want to add?





# Instruction

## ■ Alignment

- How Does Each Year of Instruction Fit Together?
- How Does Remedial Instruction Match Classroom Instruction?
  - Pre-teaching and Re-teaching
  - Who is teaching the neediest students?
- How Does What is Being Taught Match What Is Being Measured?



# Instruction

## Instructional Groupings

- Research does not support assigning students to classrooms based upon ability.



# Instruction

- Slavin's research showed that grouping plans most apt to boost student achievement share the following characteristics:
  - **Place students together according to ability levels in the specific skill being taught;**
  - **Groups are flexible enough to allow teachers to reassign students to different ability groups if their academic performance changes**
- We Must reexamine grouping practices if we are to raise achievement



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**positive discipline**



# Positive Discipline

- Instructional
- Positive
- Consistent
- Classroom and School Wide



# Positive Discipline

- Instructional
  - We teach students what is expected
    - We carefully analyze and teach our expectations
    - We avoid “assumicide”
  - We provide sufficient practice to embed the skills in students’ repertoires



# Positive Discipline

- Positive
  - We reinforce the skills as we observe them being demonstrated
  - We insure that reinforcement is developmentally appropriate
  - We change our schedule of reinforcement as skills become embedded



# Positive Discipline

- Consistent
  - It is not the severity of punishment that is effective, but the certainty
    - We have small, logical consequences for misbehavior
    - We consistently reward students for behaving appropriately





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# Professional development

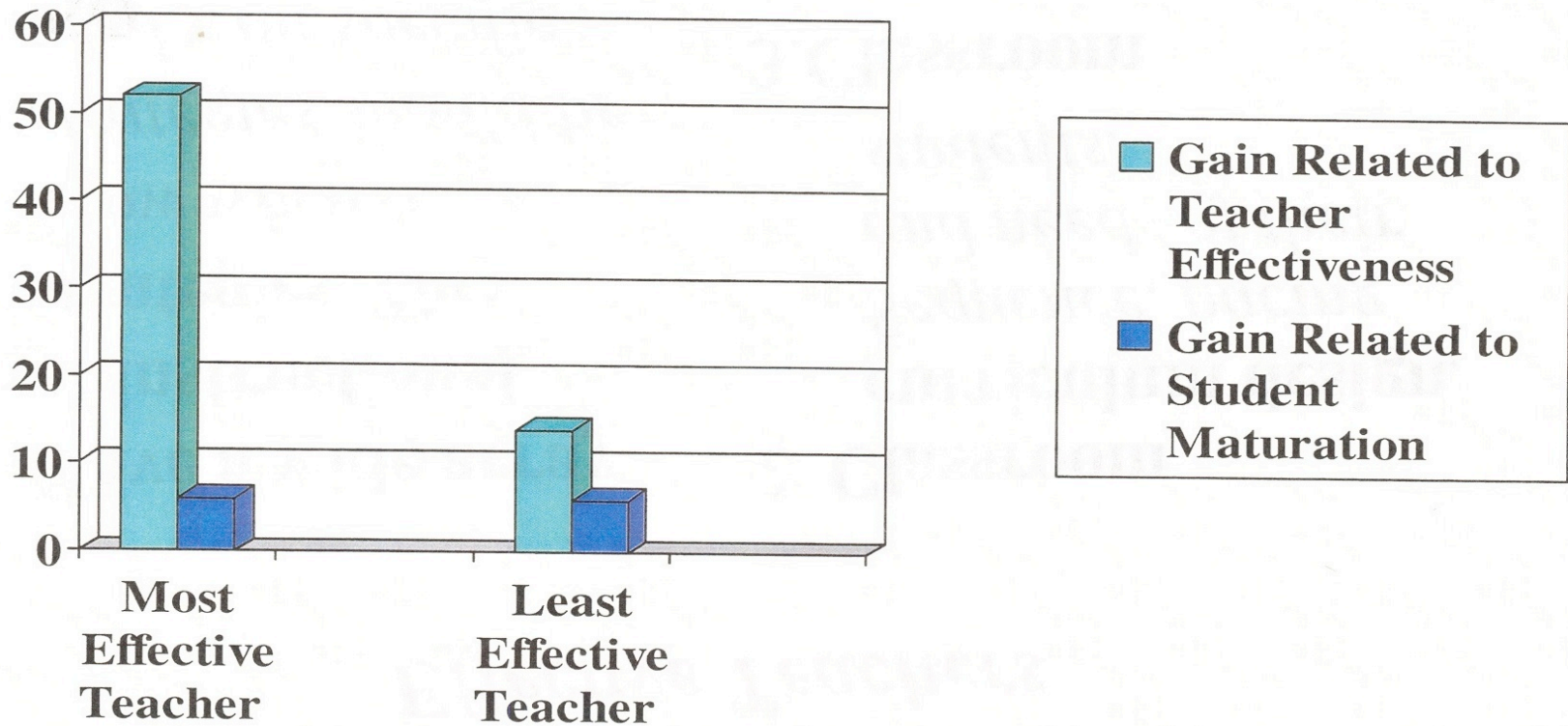


# Professional Development

- Curriculum Specific Training
- Literacy Knowledge
  - Learning the “why” behind the “how”
- Ongoing Coaching
- Local Capacity Building
  - Development of coaches
  - In district trainers

# *Impact of Teacher Effectiveness on Student Achievement*

(Kati Haycock(1998) uses the findings of this study and others conducted by Sanders & Horn, 1994.



*Students in the classes of teachers classified as the most effective can be expected to gain about 52 percentile points in their achievement over a year* Classroom Management that Works, Robert J. Marzano



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## **leadership**



# Leadership

Effective Leaders Create  
Change That is:

- Systemic
- Specific
- On-going
- Sustained
- Not affected by personnel changes



# Leadership

Balanced Leadership: What 30 years of research tells us about the effect of leadership on student achievement

Tim Waters, Robert Marzano and Brian McNulty, McREL, 2003



# Leadership

“...In some studies we found an effect size for leadership and achievement of .50. This translates mathematically into a one standard deviation difference in demonstrated leadership ability being associated with as much as a 19 percentile point increase in student achievement...”

Waters, Marzano, McNulty, McREL, 2003



# Leadership

■ Situational Awareness	.33	■ Ideals/Beliefs	.25
■ Intellectual Stimulation	.32	■ Focus	.24
■ Input	.30	■ Knowledge of CIA	.24
■ Change Agent	.30	■ Discipline	.24
■ Culture	.29	■ Communication	.23
■ Monitors/evaluates	.28	■ Flexibility	.22
■ Outreach	.28	■ Optimizer	.20
■ Order	.26	■ Relationship	.19
■ Resources	.26	■ Visibility	.16
■ Affirmation	.25	■ C, I & A	.16
		■ Contingent Rewards	.15





Sustainable  
system change is  
the agenda.

*Fullan, 2003*



# Charismatic Leadership

Charismatic leaders can achieve short-term increases in student achievement results or short-term profits in business, but it turns out that this is at the *expense* of longer-term development.

*Collins, 2001* found that charismatic leaders were negatively associated with sustainable performance (over 15 years or more).

*Fullan, 2003*



# Building Community

“If you want...to bring about fundamental change in people’s belief and behavior, a change that would persist and serve as an example to others, you need to create a community around them, where these new beliefs could be practiced, expressed and nurtured.”

*Gladwell, 2000*



“Raise the bar AND close the gap.”

“The only measure that counts at the end of the day is whether the gap between high and low performers is explicitly reduced.”

Fullan, 2003



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